

## MSFE Grades 3-5 Climate Survey

### Overview of Alignment Process

The following table includes suggested areas of alignment between the TEPG standard indicators and the climate survey questions. Each climate survey question was examined by a team of MSFE TEPG experts and a team of AIR consultants separately. Both teams then compared their results and engaged in another round of review to confirm areas of agreement and discuss areas of disagreement until consensus was reached. Alignment was determined based on specific language included in the following sections of the TEPG rubric's standard indicators: descriptive narrative, key elements or the descriptions of practice at the effective level.

**Note:** Some climate survey questions could generate responses that align to multiple standard indicators. The reviewers selected a maximum of two indicators for each response by choosing indicators that have the most clear connection to the language of the survey prompt. This does not preclude other indicators from possible alignment to the survey.

**Key to reading this table:** If they are of equal weight, they are separated by a single comma. If one indicator is the primary source for alignment and one is secondary, the secondary indicator is listed in parenthesis. If no clear alignment was determined or if the response aligns to a school level indicator, alignment is listed as N/A.

Survey Item	Prompt	TEPG Alignment
1	In this class, students help each other to learn.	1.3 Classroom climate, (3.2 Student engagement)
2	I draw pictures, write stories, and talk about my work in class.	1.2 Application of learning theory (3.2 Student engagement)
3	My teacher asks us if we understand.	3.3 Assessment of student progress
4	My teacher asks me to improve my work when I can do better.	3.3 Assessment of student progress, 1.3 Classroom climate
5	When we can't figure something out, my teacher tries other ways to help us understand.	2.2 Pedagogical content knowledge
6	The teacher and students respect each other in this class.	1.3 Classroom climate
7	My teacher asks questions that help me learn more.	2.2 Pedagogical content knowledge
8	When I am at home, I like to learn more about what I did in class.	3.2 Student engagement
9	When I am stuck, my teacher wants me to try again before he or she helps me.	1.3 Classroom climate
10	When something is hard for me, my teacher offers different ways to help me learn.	1.2 Application of learning theory (2.2 Pedagogical content)
11	My teacher shows us how mistakes can help us learn.	1.3 Classroom climate (3.3 Assessment of student progress)

12	The work in this class is hard but not too difficult.	1.3 Classroom climate
13	I can explain what I am learning and why.	2.3 Goal-focused planning
14	I use examples to explain my thinking when I write, answer questions, and talk about my work.	2.1 Subject knowledge
15	My teacher makes me think first, before answering my questions.	2.2 Pedagogical content knowledge
16	My teacher lets me show my learning in many ways, such as writing, graphs, or pictures.	1.2 Application of learning theory
17	In this class, we respect different ideas and opinions.	2.1 Subject knowledge
18	My teacher usually knows when I am confused and helps me understand.	3.3 Assessment of student progress
19	The work my teacher gives us really makes me think hard.	2.1 Subject knowledge (3.2 Student engagement)
20	My teacher shows me how to make my work better.	3.3 Assessment of student progress
21	Students share ideas about what we are learning.	3.2 Student engagement
22	I can think of several possible answers to my teacher's questions.	2.1 Subject knowledge
23	If I am upset about something, I can talk to my teacher about it.	1.3 Classroom climate
24	In this class, we help each other make our work better.	1.3 Classroom Climate, 3.3 Assessment of student progress
25	My classmates behave the way our teacher says we should.	3.1 Managing classroom rules and expectations
26	My teacher respects my ideas.	1.3 Classroom climate
27	My teacher asks us to think of more than one way to solve a problem.	2.2 Pedagogical content knowledge
28	My teacher's answers are clear to me.	2.2 Pedagogical content knowledge (3.3 Assessment of student progress)
29	In this class, students work well together in groups.	1.3 Classroom climate (3.2 Student engagement)
30	My teacher lets me ask for help if I need it.	1.3 Classroom climate
31	My teacher handles it nicely when students misbehave.	1.3 Classroom climate (3.1 Managing classroom rules and expectations)
32	Students help each other to do really good work in this class.	1.3 Classroom climate
33	My teacher explains what good work looks like on each assignment.	3.2 Student engagement
34	My teacher asks us to share what we have learned at the end of each lesson.	2.3 Goal-focused planning (3.3 Assessment of student progress)

35	I have learned not to give up, even if things get difficult.	1.3 Classroom climate
36	My teacher explains new ideas using examples that interest me.	3.2 Student engagement, 1.2 Application of learning theory
37	My homework helps me to understand what we do in class.	2.2 Pedagogical content knowledge, 2.3 Goal-focused planning
38	Students help decide the rules for how students should behave in this class.	3.1 Managing classroom rules and expectations
39	My teacher lets me teach other students how I solved a problem.	1.2 Application of learning theory, 2.2 Pedagogical content knowledge
40	In this class, other students take the time to listen to my ideas.	1.3 Classroom climate
41	I understand the main idea being taught in each lesson.	2.3 Goal-focused planning
42	My teacher uses my ideas to help my classmates learn.	1.2 Application of learning theory (1.3 Classroom climate)
43	I feel safe around the school.	N/A
44	I feel safe in the hallways and bathrooms of the school.	N/A
45	Most students in my school treat each other with respect.	N/A
46	Students at my school are teased, picked on, made fun of, or called names.	N/A